DOCUMENT RESUME

ED 102 181 95 TM 004 150

TITLE IEA Six-Subject Survey Instruments: English as a Foreign Language Tests.

INSTITUTION International Association for the Evaluation of Educational Achievement, Stockholm (Sweden).

SPONS AGENCY Ford Foundation, New York, N.Y.; Leverhulme Trust, London (England).; Office of Education (DHEW), Washington, D.C.; Tri-Centennial Fund, Stockholm (Sweden).; Volkswagen Foundation, Hanover (West Germany).

NOTE 139p.; For related documents, see TM 004 138-163 and ED 034 290 and 300

EDRS PRICE MF-$0.76 HC-$6.97 PLUS POSTAGE

DESCRIPTORS *Academic Achievement; College Bound Students; *Comparative Education; *Cross Cultural Studies; *English (Second Language); Grade 12; High School Students; Junior High Schools; Junior High School Students; Language Fluency; Listening Comprehension; Listening Tests; Oral Reading; Reading Comprehension; Reading Tests; Secondary Education; Speaking; *Tests; Writing

IDENTIFIERS *International Evaluation Educational Achievement

ABSTRACT

In 1965 the International Association for the Evaluation of Educational Achievement (IEA) inaugurated a cross-national survey of achievement in six subjects: Science, Reading Comprehension, Literature, English as a Foreign Language, French as a Foreign Language, and Civic Education. The overall aim of the project was to use international tests in order to relate student achievement and attitudes to instructional, social, and economic factors, and from the results to establish generalizations of value to policy makers worldwide. Contained here are nine tests of English as a Foreign Language measuring listening comprehension, reading comprehension, writing, speaking (Structural Control), speaking (oral reading), and speaking (fluency) for student populations II, IV. Population II consists of students aged 14 to 15 years; population IV, students enrolled in the final year of pre-university training. (RC)

ED102181

IEA SIX-SUBJECT SURVEY INSTRUMENTS

The basic procedures to be followed in the main testing of the IEA Six-Subject Survey were set out in a series of manuals:

Stage 2: IEA/M1 Manual for National Centers
IEA/M2 Manual for School Coordinators
IEA/M3 Manual for Test Administrators

Stage 3: IEA/M1/Stage 3 Manual for National Centers
IEA/M2/Stage 3 Manual for School Coordinators
IEA/M3/Stage 3 Manual for Test Administrators

These manuals are available from ERIC Clearinghouse.

The following extracts from these manuals have been appended to this particular IEA instrument to provide researchers with the minimum necessary test instruction information (e.g., such things as the instructions on the practice items and the warnings concerning the amount of time left for the test have been omitted here). For full details, please consult the appropriate manuals.

The Data Bank Instrument Number which appears below is a new number, assigned since the instruments were administered for the purpose of easily linking items in the instruments with the resultant variables in the Data Bank holdings. Each such variable is named in the codebook using the new instrument number and (usually) the number of the item within the instrument from which the variable is derived. The key to the new instrument numbers is as follows:

1: Type of Instrument

E = Examination (student)
Q = Questionnaire (student)
T = Teacher questionnaire
S = School questionnaire

BEST COPY AVAILABLE

2: Student Population

1 = I
2 = II
3 = III
4 = IV
5 = I and II
6 = II and IV
7 = I, II and IV
8 = I and IV
9 = IV Specialist
N = NA: Teacher or School questionnaire

3: Subject

S = Science
R = Reading Comprehension
L = Literature
M = Mother Tongue (Reading Comprehension and Literature)
E = English as a Foreign Language
F = French as a Foreign Language
C = Civic Education
2 = All Stage 2 Subjects
3 = All Stage 3 Subjects
5 = All Stage 2 and Stage 3 Subjects

4-5: Instrument Within Type

One or two characters used when necessary to uniquely identify each instrument when there is more than one instrument of the same type.

Instrument Name Listening Comprehension

Data Bank Instrument Number ELIST

TM 004 150

BEST COPY AVAILABLE

Read aloud the following directions while the students look at the cover page of the test booklet.

1. DO NOT OPEN THIS BOOKLET UNTIL YOU ARE TOLD TO DO SO.
2. This test contains 24 items plus a dictation, which are divided into sections. Before each section, special directions are given. Samples are also given to show you how to answer the items. Read the directions and the samples carefully before you begin each section.
3. If you do not understand the directions, raise your hand and the examiner will be available to you.
4. Do not turn this page until you are told to do so.

You will answer the questions in this test by blackening in the appropriate oval on your answer card. Are there any questions?

Answer any questions. Then say:

Now we will read the directions for the first section of the test. Open your booklet to page 1 and follow along silently as I read them aloud.

Now Look at Section 1

In each of these items you will see a picture and while you are looking at this picture you will be asked to listen to three words being spoken to you. Listen carefully and then decide which of the three words you have heard correctly describes the picture you are looking at. If it is the first word, blacken in space A on your answer card; if it is the second word, blacken in space B, and if it is the third word, blacken in space C.
You may not ask any questions once I have started the test tape. Remember to mark all your answers on the answer card. There are 12 items in this section. Turn over the page, look at picture number 1 and listen very carefully as I start the tape.

Before Section II:
IRA/NI/Stage 3
Pop II, p. 32-33

BEST COPY AVAILABLE

This test is meant to discover whether you understand what you will hear. The questions will consist of a sentence or very short paragraph which will be spoken, followed by a short pause. In your test booklet you will find corresponding to each of these questions, three statements in your own language. After the tone, select the one which refers correctly to the sentence you heard. If it is the first, blacken in space A, if the second, blacken in space B, and if the third, blacken in space C.

Are there any questions?

Answer questions on the instructions only. Then say:

You will answer the rest of the questions in this section on your answer card. The first item is number 11, so find number 11 on your answer card and turn the page of the booklet to look at the three sentences for number 11. I am going to start the tape. Listen very carefully.

Before Section III:
IRA/NI/Stage 3
Pop II, p. 33-34

In this test you will hear a short piece of prose read to you in English. After the passage has been read through once, it will be repeated in short sections of two or three words at a time. After each short section you will be given time to write down as correctly as you can what you have heard. The passage will then be read through a third time, and you can then, if you wish, correct your copy. There is no need to hurry. Please write legibly.

Are there any questions?

Answer questions on the instructions only. Then say:

I am going to start the tape in a moment. Listen very carefully the first time the passage is read, and then when it is repeated, write what you hear on the lines in your test booklet. Begin Again.

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

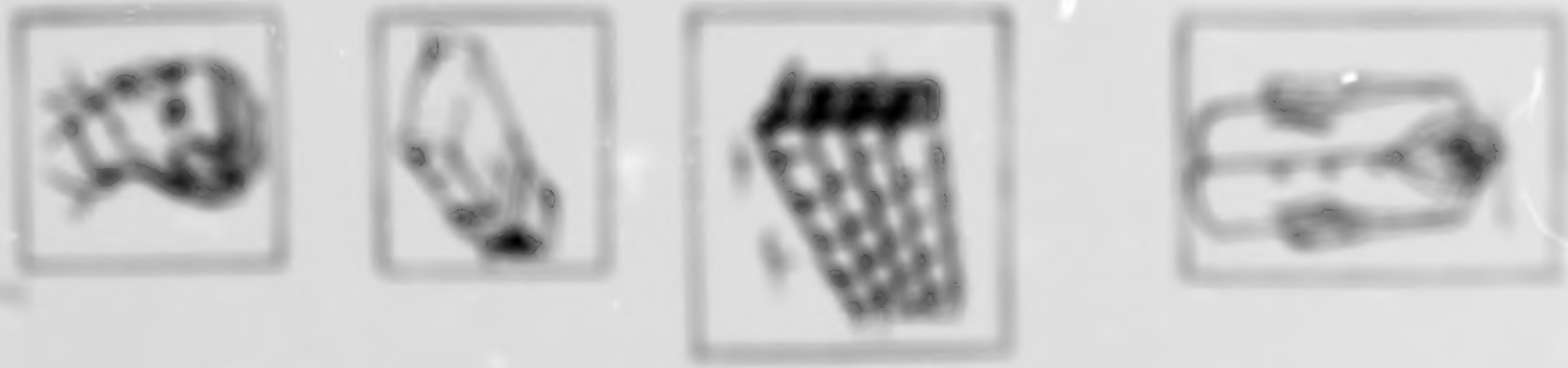
Written Directions

1. Do not open this booklet until you are told to do so.

2. This test consists of [illegible] which are divided into sections. Before each section, special directions are given. Examples are also given to show you how to answer the items. Read the directions and the examples carefully before you begin each section.

3. If you do not understand the directions, raise your hand and the example will be explained to you.

4. Do not turn this page until you are told to do so.



22. A. Mary bought a hat last year.
B. Mary bought a hat a few days ago.
C. Mary bought a hat today.

23. A. I am in the habit of going to school every day.
B. I am going to school now.
C. I am not going to school.

24. A. Mr. Smith was a teacher.
B. Mr. Smith was a student.
C. Mr. Smith was a director.

This is the end of Section II. Now turn to PART II.

Student Booklet

LISTENING

PART II

Section III - Dictation

Directions:

In this test you will hear a short piece of prose read to you in English. After the passage has been read through once, it will be repeated in short sections of two or three words at a time. After each short section you will be given time to write down as correctly as you can what you have heard. The passage will then be read through a third time, and you can then, if you wish, correct your copy. There is no need to hurry. Please write legibly.

Now listen to this first reading:

Dictation	Do not write here

Do not write here

15.

End of Test

Script

EDUCATION II

English as a Foreign Language

LISTENING

Script

Listening

Section 1 - Discrimination of Sounds

Example P1:	look	(pause)	luck	(pause)	pook	(pause)
Example P2:	stay	(pause)	stir	(pause)	stare	(pause)
1.	nut	(pause)	not	(pause)	naught	(pause)
2.	wall	(pause)	well	(pause)	fall	(pause)
3.	hid	(pause)	hit	(pause)	had	(pause)
4.	hit	(pause)	head	(pause)	herd	(pause)
5.	stood	(pause)	shut	(pause)	shut	(pause)
6.	pear	(pause)	poor	(pause)	pure	(pause)
7.	talks	(pause)	disk	(pause)	disk	(pause)
8.	read	(pause)	errats	(pause)	eraser	(pause)
9.	nat	(pause)	neb	(pause)	neg	(pause)
10.	sheep	(pause)	seep	(pause)	cheap	(pause)
11.	sad	(pause)	set	(pause)	sack	(pause)
12.	yet	(pause)	get	(pause)	jet	(pause)

[illegible]

[illegible]

Example 1: My parents [illegible] is important. [pause]
Example 2: John went to the store, he bought some coffee.
He gave the man it needs for it. [pause]

11. John and Mary are at a table in a restaurant.
John says, "Where do you live now?" Mary says, "In Idaho Stewart."
John says, "Why did you leave the high Stewart?"
Mary says, "I didn't like it." [pause]

12. Mary spent 2 months holiday in California. [pause]

13. John enjoys studying his lessons. [pause]

14. John went to the telphone and called the taxi company.
He said, "Can you send a taxi to 15, Idaho Stewart?" The girl
in the taxi ran office said, "Right away". [pause]

15. John is studying English. He thinks it is a hard language to learn. [pause]

16. If John had a $1,000, he would buy an automobile. [pause]

17. Charles is having a party today to celebrate his sixth birthday.
How old is Charles? [pause]

18. Mr. Smith has a bad cold. [pause]

19. I had dinner at the restaurant at 6 o'clock. I was very hungry.
Where did I have dinner? [pause]

20. Mary bought a hat last week. [pause]

21. I go to church every day. [pause]

22. Mr. Smith taught in a school in Florida. [pause]

Part 2 - Fluency

Aim: To read with fluency. The passage is to be read at a normal conversational reading speed. The correct reading is to be timed, with passages of 4 to 5 minutes to be allocated where the process is applied.

Mary's Birthday

Mary decided to have a small party for her birthday. It was her birthday / from all her school friends, / and also two / of her neighbours. / Mary's mother baked / a beautiful cake / for her daughter's birthday / and drank / two mugfuls in it. / All the guests / who came / to her party / brought her / a birthday present. / The smallest / a pretty flower / that she liked very much. / Another friend / brought her a lovely book / with pretty pictures in it. / The book was about / a little girl / and her family. / Mary enjoyed the book / very much. / That night / before going to bed / Mary kissed her mother / and thanked her / for arranging / such an enjoyable party. (Long pause)

Mary's Birthday

Mary decided / to have a small party / for her birthday. / It was the / first / five of her school friends, / and also two / of her neighbours. / Mary's mother baked / a beautiful cake / for her daughter's birthday / and drank / two mugfuls in it. / All the guests / who came / to her party / brought her / a birthday present. / The smallest / a pretty flower / that she liked very much. / Another friend / brought her a lovely book / with pretty pictures in it. / The book was about / a little girl / and her family. / Mary enjoyed the book / very much. / That night / before going to bed / Mary kissed her mother / and thanked her / for arranging / such an enjoyable party. (Long pause)

Aim: To read with fluency. The passage is to be read at a normal conversational reading speed.

[illegible] SURVEY INSTRUMENTS

[illegible]

Stage 1 [illegible]

Stage 2 [illegible]

These manuals are available from [illegible]

[illegible]

[illegible]

1. Type of Instrument

[illegible] = Examination (student)
[illegible] = Questionnaire (student)
[illegible] = Teacher questionnaire
[illegible] = School questionnaire

2. Student Population

[illegible]

3. Subject

[illegible] = Science
[illegible] = Reading Comprehension
[illegible] = Literature
[illegible] = Mother Tongue (Reading Comprehension and Literature)
[illegible] = English as a Foreign Language
[illegible] = French as a Foreign Language
[illegible] = Civic Education
[illegible] = All Stage 1 Subjects
[illegible] = All Stage 2 Subjects
[illegible] = All Stage 1 and Stage 2 Subjects

4. Instrument Within Type

[illegible]

Instrument Name: [illegible]

Data Bank Instrument Number: [illegible]

[illegible]

[illegible]

[illegible]

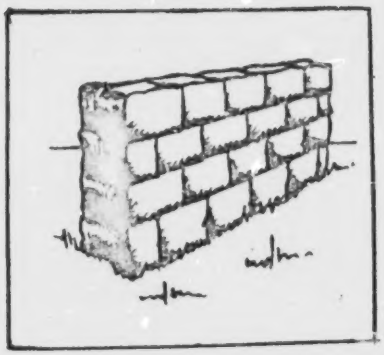
(a) [illegible]

(b) [illegible]

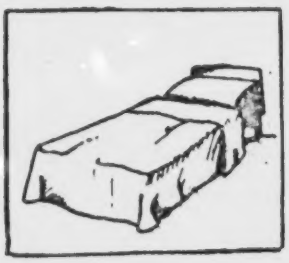
E4EL

1.

2.



3.



4.

5.

6.

7.

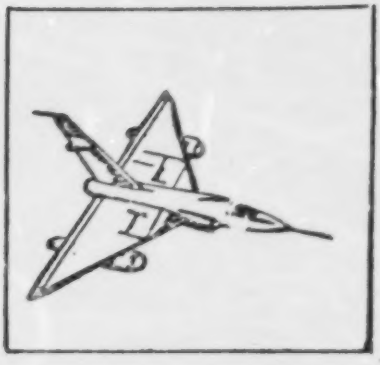
8.

9.

10.

11.

12.



29.

End of Section I. Go on to Section II

Section II - Recognition of Meaning through Intonation

Directions:

Each item consists of a question asked in your own language followed by three sentences in English. The words in the three English sentences are all the same. You should determine the answer to the question by listening to the way the voice rises and falls in the three sentences.

Listen to these two examples. In the first you are asked to decide "Which of these sentences express incredulity?" If the first and the second sentences express incredulity, blacken in space A in your booklet. If the first and the third sentences express incredulity, blacken in space B. If the second and the third sentences express incredulity, blacken in space C. If all three sentences express incredulity, blacken in space D. If none of the three sentences expresses incredulity, blacken E.

Now listen. Which these sentences express incredulity?

(first) Teachers correct their students papers.
(second) Teachers correct their students papers.
(third) Teachers correct their students papers.

Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ

From the way in which the voice rises in the first and third sentences, we know that these two sentences express incredulity. Therefore you should have blackened in space B in your booklet. Now the second example. Which of the sentences are questions?

(first) Italians always sing.
(second) Italians always sing.
(third) Italians always sing.

Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ

From the way in which the voice rises in the first and second sentences, we know that these two are questions. Therefore you should have blackened in space A in your booklet.
Section II begins now. Mark your answers from now on by blackening in the appropriate spaces on your answer card. Now listen to the next item.

Way to answer each item:

First and second sentences ..... A
First and third sentences ..... B
Second and third sentences C
All three sentences ..... D
None of the sentences ..... E

13. Which of these sentences are questions?

(first) Father's taking a nap.
(second) Father's taking a nap.
(third) Father's taking a nap.

14. Which of these sentences concern time primarily?

(first) Did he work in a shop before Christmas.
(second) Did he work in a shop before Christmas.
(third) Did he work in a shop before Christmas.

15. Which of these sentences are questions?

(first) The town's on the sea.
(second) The town's on the sea.
(third) The town's on the sea.

16. Which of these questions requires yes or no as an answer?

(first) Does he sell chickens or meat?
(second) Does he sell chickens or meat?
(third) Does he sell chickens or meat?

17. Which of these are real questions?

(first) All girls love to dance, don't they.
(second) All girls love to dance, don't they.
(third) All girls love to dance, don't they.

Key to answer each item:

First and second sentences ..... A
First and third sentences ..... B
Second and third sentences C
All three sentences ..... D
None of the sentences ..... E

17. Which of these questions concerns time primarily?

(first) Did she look her umbrella last night
(second) Did she look her umbrella last night
(third) Did she look her umbrella last night

18. In which of these is a real question asked?

(first) Peter's always happy, isn't he
(second) Peter's always happy, isn't he
(third) Peter's always happy, isn't he

19. Which of these questions requires yes or no as an answer?

(first) Are you used to low or sound
(second) Are you used to low or sound
(third) Are you used to low or sound

End of Section II. Go on to Section III.

Section C: Listening Comprehension

Directions:

In this test you will hear two short items in each paragraph followed by a short pause. In your test booklet you will see that there are three sentences for each spoken item. Select the one which refers accurately to the spoken item and blacken in space A, B or C in your booklet, according to whether the content sentence is the first, second or third. There are two examples. Listen to the instructions.

_____

Now read the three sentences in your booklet.

Example 1:

A. He must go.
B. He wants to go.
C. He went.

Ⓐ Ⓑ Ⓒ

You will find that the correct one is the first, He must go, which means the same as He has to go. So you should have blackened in space A. Here is the second example. Listen to this sentence.

_____

Now read the three sentences in your booklet.

Example 2:

A. He heard a good singer
B. The singer was not good.
C. He was disappointed

Ⓐ Ⓑ Ⓒ

You will find that the second of the three sentences is correct, because in the sentence you heard, the speaker suggested that he had not expected a good singer and he had not heard one, so he was not disappointed. Therefore you should have blackened in space B. Listen to the following test items. Answer by blackening in the appropriate space (A, B or C) in your booklet.

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

(1) [illegible]

(2) [illegible]

(3) [illegible]

(4) [illegible]

E4EL

Section III - Listening Comprehension

Example A: (Pause)
The visitor has to go. (15 seconds pause)

Example B: If I has expected to hear a good singer, I would have been disappointed. (15 second pause)

21. If we had known we could have ridden, we would have gone. (15 second pause)

22. The boys are going to the football game in spite of the weather. (15 second pause)

23. In Britain, parents who for one reason or another wish to send their children to a private school, may do so. These schools, as a rule, are not within the means of the ordinary family. However, they do have definite advantages for the exceptional child. (15 second pause)

24. Mary sometimes goes to the store for her mother. She also prepares a dinner for the family. One afternoon she wanted to go to the store, but she had to study. (15 second pause)

25. John said, "I'm tired of going to the cinema on Saturdays. Let's go to a dance next Saturday". (15 second pause)

26. Mr. and Mrs. Smith came calling very late. The Jones family had all gone to bed except Mr. Jones. He talked to his guests for an hour, but he let them know he was annoyed, and he wasn't very tactful about it, either. (15 second pause)

27. In English schools music is one of the principal studies. The schools are trying to encourage musically talented youngsters. They also give those who lack such ability a chance to acquire a taste for fine music through courses in music appreciation. (15 second pause)

28. Mary has known Helen since she first came to this city to go to school. They became acquainted when the principal asked them into his office to fill in some forms. Helen is much the better student. (15 second pause)

Section IV - Listening Comprehension (Conversation)

Man: Example A (pause)
Woman: I don't like mathematics, it's so difficult. (pause)
Man: I don't agree at all, I must say. (15 second pause)

Man: Example B (pause)
Woman: I have just bought a new hat, Bill. Do you like it? (pause)
Man: What an attractive hat, Ann. It certainly suits you. (15 second pause)

Man: Twenty-nine. (pause) Please Ann, can you lend me a few dollars? (pause)
Woman: But Bill, you shouldn't borrow money. (pause)
Man: You know this is the first time I've ever had to ask you for money. (pause)
Woman: All right. But just see to it that this doesn't become a habit. (15 second pause)

Man: Thirty. (pause)
Woman: Have you seen Danny Kaye's latest picture? Wasn't it funny? (pause)
Man: Yes, I've seen it. What was so funny about it? (15 second pause)

Man: Thirty-one. (pause)
Woman: By the way, I haven't seen Betty lately. I wonder if she's ill. (pause)
Man: I wouldn't know. I don't know her very well. (15 second pause)

Man: Thirty-two. (pause) Did you know that Tom and Betty are getting married before he graduates from college? I wonder how they will manage to live. (pause)
Woman: Betty is going to take a job. Besides, their parents can help support them. (pause)
Man: Undoubtedly they can, but I don't think they should. (15 second pause)

Man: Thirty-three.(pause)
Woman: Let's change the subject. You'll call round later, won't you? (pause)
Man: I'm sorry, but I have too much work to do this evening. (15 second pause)

Man: Thirty-four. (pause)
Woman: But I'd like to see you sometime. (pause)
Man: Well, I really ought to be back in my quarters reading for my next exam. How I hate them. (pause)
Woman: Bill, you do surprise me. I thought you didn't mind exams. (15 second pause)

Man: Thirty-five. (pause)
Woman: I wonder why everybody should have to take mathematics. (pause)
Man: Because everybody needs it, I suppose. (15 second pause)

Man: Thirty-six. (pause) Hadn't you better get on with your studies? (pause)
Woman: Girls would do much better simply to learn how to cook and sew. (pause)
Man: These days that would hardly be enough.

IEA SIX-SUBJECT SURVEY INSTRUMENTS

The basic procedures to be followed in the main testing of the IEA Six-Subject Survey were set out in a series of manuals:

Stage 2 IEA/M1 Manual for National Centers
IEA/M2 Manual for School Coordinators
IEA/M3 Manual for Test Administrators

Stage 3 IEA/M1/Stage 3 Manual for National Centers
IEA/M2/Stage 3 Manual for School Coordinators
IEA/M3/Stage 3 Manual for Test Administrators

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRO-
DUCED EXACTLY AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORIGIN-
ATING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRE-
SENT OFFICIAL NATIONAL INSTITUTE OF
EDUCATION POSITION OR POLICY

These manuals are available from ERIC Clearinghouse.

The following extracts from these manuals have been appended to this particular IEA instrument to provide researchers with the minimum necessary test instruction information (e.g., such things as the instructions on the practice items and the warnings concerning the amount of time left for the test have been omitted here). For full details, please consult the appropriate manuals.

The Data Bank Instrument Number which appears below is a new number, assigned since the instruments were administered for the purpose of easily linking items in the instruments with the resultant variables in the Data Bank holdings. Each such variable is named in the codebook using the new instrument number and (usually) the number of the item within the instrument from which the variable is derived. The key to the new instrument numbers is as follows:

1: Type of Instrument

E = Examination (student)
Q = Questionnaire (student)
T = Teacher questionnaire
S = School questionnaire

BEST COPY AVAILABLE

2: Student Population

1 = I	6 = II and IV
2 = II	7 = I, II and IV
3 = III	8 = I and IV
4 = IV	S = IV Specialist
5 = I and II	N = NA: Teacher or School questionnaire

3: Subject

S = Science
R = Reading Comprehension
L = Literature
M = Mother Tongue (Reading Comprehension and Literature)
E = English as a Foreign Language
F = French as a Foreign Language
C = Civic Education
2 = All Stage 2 Subjects
3 = All Stage 3 Subjects
5 = All Stage 2 and Stage 3 Subjects

4-5: Instrument Within Type

One or two characters used when necessary to uniquely identify each instrument when there is more than one instrument of the same type.

Instrument Name Reading Comprehension

Data Bank Instrument Number E2ER

IEA/MI/Stage 3
Pop II, p. 26

Note to National Centers: All double underlined passages in the following section are to remain in the English language

---

IEA/MI/Stage 3
Pop II, p. 27-29

BEST COPY AVAILABLE

First we are going to do a test to see how well you can read English. I am going to read aloud the instructions for the test which are printed on the front of your test booklet. Follow along as I read.

1. DO NOT OPEN THIS BOOKLET UNTIL YOU ARE TOLD TO DO SO.
2. This test contains 60 items, which are divided into sections. Before each section, special directions are given. Examples are also given to show how to answer the items. Read the directions and the examples carefully before you begin each section.
3. If you do not understand the directions, raise your hand and the example will be explained to you.
4. Work fast, but carefully. Be sure to answer in the appropriate set of answer spaces. Do not spend too much time on one question. If you see that you cannot answer the question after you have thought a while, go on to the next item. First answer all the questions you can in all the sections. If there are any questions you have not been able to answer right away, return to them after you have gone through the whole test. You may guess, but you should try your best to answer correctly. You will have an hour to complete the test and you will be told the time after 30 minutes and again five minutes before the end of the test period.
5. Most questions have only one right answer. For some questions, however, you are asked to choose the most natural of the correct answers. The section where this is the case will be indicated to you.
6. Do not turn this page until you are told to do so.

Are there any questions?

Now open your test booklet to page 1 and follow along as I read the directions for Section I aloud:

One word in each sentence has been underlined and one word has been left out. From the answers given choose the missing word, which should be the opposite of the word underlined. Answer by blackening in the appropriate space on the answer card.

[illegible] continued
Pup II, p. 7 (T-89)

This test is divided into 4 sections. Before each section there are directions and practice examples like those you have just done. When you finish one section go immediately on to the next section. Read through the directions for each section carefully and mark the answers to the practice items. These answers will be marked in your test booklet. Then when you have finished the practice items before each section, go immediately on to the rest of the items in the section, but mark the answers for the regular test questions on your answer card. Are there any questions?

Answer any questions. Then say:

There are 60 items in this test. When you have marked the answers for items 1-44 on the front of your answer card, turn the card over and go on with questions 45-60 on the back.

[illegible]

[illegible]

[illegible]

[illegible]

General Directions

1. DO NOT OPEN THIS BOOKLET UNTIL YOU ARE TOLD TO DO SO.

2. This test contains 60 items, which are divided into sections. Before each section, special directions are given. Examples are also given to show how to answer the items. Read the directions and the examples carefully before you begin each section.

3. If you do not understand the directions, raise your hand and the example will be explained to you.

4. Work fast, but carefully. Be sure to answer in the appropriate set of answer spaces. Do not spend too much time on one question. If you see that you cannot answer the question after you have thought a while, go on to the next item. First answer all the questions you can in all the sections. If there are any questions you have not been able to answer right away, return to them after you have gone through the whole test. You may guess, but you should try your best to answer correctly. You will have an hour to complete the test and you will be told the time after 30 minutes and again five minutes before the end of the test period.

5. Most questions have only one right answer. For some questions, however, you are asked to choose the most natural of the correct answers. The sections where this is the case will be indicated to you.

6. Do not turn this page until you are told to do so.

Section 7 : Recognition of antonyms

Directions:

One word in each sentence has been underlined and one word has been left out. From the answers given choose the missing word, which should be the opposite of the word underlined. Answer by blackening in the appropriate space on the answer card. There are ten examples.

7.1 Mr. Brown's car is not fast, but .....

A. large
B. long
C. small
D. slow
E. dirty

The opposite of fast is slow, so space D for question 7.1 on answer card has been blackened in for you.

7.2 The women hadn't got black gloves. They got .....

A. more
B. white
C. orange
D. old
E. last

The opposite of black is white, so you should have blackened in space B for question 7.2 on your answer card. When you are told, begin the next items. Answer by blackening in the appropriate space on your answer card.

[illegible]

1. [illegible]
   a. [illegible]
   b. [illegible]
   c. [illegible]
   d. [illegible]
   e. [illegible]

2. [illegible]
   a. [illegible]
   b. [illegible]
   c. [illegible]
   d. [illegible]
   e. [illegible]

3. [illegible]
   a. [illegible]
   b. [illegible]
   c. [illegible]
   d. [illegible]
   e. [illegible]

4. [illegible]
   a. [illegible]
   b. [illegible]
   c. [illegible]
   d. [illegible]
   e. [illegible]

5. [illegible]
   a. [illegible]
   b. [illegible]
   c. [illegible]
   d. [illegible]
   e. [illegible]

[illegible]

Directions: For each question, write in each of the boxes. Then, mark the corresponding oval for each column.

Instructions:

Write one single capital letter, A-Z, in each of the boxes. Then, mark the corresponding oval for each question. Each box must contain a single letter. Do not leave any boxes blank. Mark only one oval for each question. If you mark more than one oval, your response will not be scored. Make sure that your responses are dark and completely fill the oval. Erase completely any responses you do not want scored.

Sample Question:

Which of the following is a primary color?

Sample Answer

1. Green
2. Red
3. Purple
4. Yellow
5. Blue

The answer is 2, so the oval for 2 is filled in.

Sample Question:

Which of the following is a primary color?

Sample Answer

1. Red
2. Green
3. Purple
4. Blue
5. Yellow

The answer is 5, so the oval for 5 is filled in. Do not mark more than one oval for each question. If you mark more than one oval for a question, your response will not be scored.

1 [illegible]
1.1 [illegible]
1.2 [illegible]
1.3 [illegible]
1.4 [illegible]
1.5 [illegible]

2 [illegible]
2.1 [illegible]
2.2 [illegible]
2.3 [illegible]
2.4 [illegible]
2.5 [illegible]

3 [illegible]
3.1 [illegible]
3.2 [illegible]
3.3 [illegible]
3.4 [illegible]
3.5 [illegible]

4 [illegible]
4.1 [illegible]
4.2 [illegible]
4.3 [illegible]
4.4 [illegible]
4.5 [illegible]

5 [illegible]
5.1 [illegible]
5.2 [illegible]
5.3 [illegible]
5.4 [illegible]
5.5 [illegible]

6 [illegible]
6.1 [illegible]
6.2 [illegible]
6.3 [illegible]
6.4 [illegible]
6.5 [illegible]

7 [illegible]
7.1 [illegible]
7.2 [illegible]
7.3 [illegible]
7.4 [illegible]
7.5 [illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

a. [illegible]
b. [illegible]
c. [illegible]

[illegible]

[illegible]

[illegible]

a. [illegible]
b. [illegible]
c. [illegible]

[illegible]

[illegible]

Section IV - Vocabulary-Recognition

Directions:

Each sentence has one or more words underlined. Blacken in the space on your answer card which corresponds to the answer which explains what the underlined word in each particular sentence means. Here are two examples. Answer examples in your test booklet.

Example A:
Sentence: The old man was one of my uncles.
Answer:
A. mother's brothers
B. father's friends
C. sister's children

Ⓐ Ⓑ Ⓒ

The best answer is mother's brothers, so you should have blackened in space A.

Example B:
Sentence: He gave some flour to the girl.
Answer:
A. plants
B. something to smell
C. something for bread

Ⓐ Ⓑ Ⓒ

The best answer is something for bread, so you should have blackened in space C. Now begin the test items. Answer by blackening in the appropriate space on your answer card.

25. He plans to leave the house fairly soon.

A. live in
B. go out of
C. alter

26. They usually have fruit here.

A. kind of food
B. music
C. lessons

27. Please turn off the radio.

A. I want to listen in
B. I don't want to listen in
C. I want to see

28. Please return the book.

A. turn the pages of the book
B. read it quickly
C. bring it back

29. I was very thirsty that night.

A. I wanted to sleep
B. I wanted to eat something
C. I wanted to drink something

30. We had tea for breakfast on Sunday.

A. the first meal of the day
B. the second meal of the day
C. the last meal of the day

End of Section IV. Go on to Section V.

E2ER

Section V - Reading Comprehension (Short Sentences)

Directions:

Blacken in the space which corresponds to the answer which best follows on from the sentence in each question. Here are two examples. Answer examples in your test booklet.

Example A:
Sentence: He has made a lot of money by writing.
Answer:
A. He is a rich man.
B. He has a large bookshop.
C. He buys a lot of books.

Ⓐ Ⓑ Ⓒ

The best answer is He is a rich man, so you should have blackened in space A.

Example B:
Sentence: The man was blind.
Answer:
A. He couldn't hear anything.
B. He couldn't speak.
C. He couldn't see anything.

Ⓐ Ⓑ Ⓒ

The best answer is He couldn't see anything, so you should have blackened in space C. Now begin the test items. Answer by blackening in the appropriate space on your answer card.

31. John is a friend of mine.

A. John is one of my friends.

B. John is my only friend.

C. John is a friend of everybody.

32. I meet him in the morning, the afternoon and at night.

A. I never see him during the day.

B. I see him once a day.

C. I see him three times a day.

33. The dog was liked by the man.

A. The dog liked the man.

B. The man liked the dog.

C. The man was kind.

34. The teacher said, "Don't talk in class".

A. He asked us not to speak English.

B. He asked us to talk quietly.

C. He asked us not to talk to each other.

35. Can't you read English? Yes, I can read English and French, but I can't speak English.

A. He can't read English.

B. He can read English.

C. He can't read French.

36. That hat is big enough for me.

A. It is too big.

B. It is too small.

C. It is just right.

37. That's her old shoe.

A. She said it was a woman's shoe.

B. She said it was a boy's shoe.

C. The man has an old shoe.

L2ER

38. This car is less expensive than that one.

A. The first car is as expensive as the other one.

B. The first car is the same price.

C. The first car is cheaper than the other one.

39. Jack said that he did want to come.

A. "I don't think I shall come".

B. "I really would like to come".

C. "I think I shall come".

40. I know that Mary had taken the bus to Manchester.

A. Mary was staying at Manchester.

B. Mary had travelled to Manchester.

C. Mary was carrying something to Manchester.

41. The tall man with the dark hair is a doctor.

A. The doctor is not tall.

B. His hair is long.

C. He has dark hair.

42. I found my lost spectacles in this room.

A. The pair of spectacles that I lost were in this room.

B. There are no spectacles in this room.

C. I can't have lost my spectacles in this room.

43. There were fewer apples on the table than I had sought.

A. I thought that there would be better apples there.

B. There were bigger apples on the table.

C. I thought that there should be more apples there.

44. His father had been there. So had his mother.

A. Only his mother had been there.

B. His father and his mother had both been there.

C. Only his father had been there.

59

End of Section V. Go on to Section VI.

E268

Section II - Reading Comprehension (Continuous Passages)

Directions:

For each set of items you are given a passage and questions about the passage. Choose the correct alternative as an answer to each of the questions and blacken in the appropriate space on your answer card. There are two examples. Answer practice examples in your test booklet.

Practice example:
Passage:

There is a lot of traffic in London, and John is very careful. He looks first to the right and then to the left and then to the right again. Then he crosses the road. He has learned at school to look to the right and to the left before crossing the road. His mother is glad that he is so careful. She says, "John can go out alone in London because he is so careful in the traffic".

Question:

Answer:

(i) How does John's mother feel about John's being careful

A. Sad
B. Happy
C. Nervous
D. Lazy

Ⓐ Ⓑ Ⓒ Ⓓ

The correct answer is that his mother is glad. She is happy, so you should have blackened in space B.

Question:
Answer:

(ii) Before crossing the road, John looks

A. once to the right.
B. once to the left and once to the right.
C. once to the right and twice to the left.
D. once to the left and twice to the right.

Ⓐ Ⓑ Ⓒ Ⓓ

The correct answer is once to the left and twice to the right, so you should have blackened in space D. Now begin the test items. Answer by blackening in the appropriate space on your answer card.

1163

[illegible]

Q. Another Robert woke up at a quarter to seven in the morning. He went into the bathroom, rinsed his teeth, and had a bath. Then he dressed, that is to say, he put on his clothes. He drank a cup of tea and ate some bread and butter. He went to school at half past seven. Before he went, he kept goodbye to his father and mother, and they kept goodbye to him. Robert knows some food which is known o'clock and sometimes he plays football or some other game. It is the evening he does his homework. At nine o'clock he says goodnight, undresses and goes to bed. He sleeps until a quarter to seven in the morning.

VI. What does Robert do immediately before leaving for school?

A. Has breakfast.
B. Says goodbye to his father and mother.
C. Brushes his teeth.
D. Dresses.

VII. What is the first thing that Robert does after waking up in the morning?

A. Goes to play.
B. Dresses.
C. Has breakfast.
D. Has into the bathroom.

VIII. Robert goes up:

A. before seven o'clock.
B. after seven o'clock.
C. after eight o'clock.
D. at half past eight.

IX. Robert has his homework:

A. before nine o'clock.
B. after nine o'clock.
C. before playing.
D. after breakfast.

17

A 1.2.3

[illegible]

I was running late that morning, Alex, but that didn't give that child unprovoked [illegible] fitting. They have very tough, of course, and had long since followed the [illegible] and because their action had pushed the room before they left home that morning. "Well," said Antonio, looking at her blue [illegible] "does it you haven't caught any fish you have before for a moment to the Greek girl. But Renee, you must be [illegible] your mother comes home at 2 o'clock, so you have just half an hour to [illegible] and get [illegible]. You older does not stay at work 5:30, [illegible]?

51. The youngest boy was [illegible]
   a. [illegible]
   b. five
   c. three
   d. [illegible]

52. How many fish had the boys caught?
   a. three
   b. four
   c. ten
   d. five

53. At what time did the boys come home?
   a. 7.30 a.m.
   b. 5.30 a.m.
   c. 5.07 p.m.
   d. 7.30 p.m.

54. Their mother thought the day to the country
   a. was a waste of time.
   b. had been a [illegible] adventure.
   c. had been the best [illegible].
   d. had done [illegible].

[illegible]

[illegible] the end of the track of the flight. She saw a male pilot give [illegible] his office office left of that had noise. Nobody gathered that [illegible] office has top knowing. During her absence, she thought she saw an announcement to a flip per [illegible], smiling at the passengers. During another journey, she saw herself dressed in white, walking up the aisle to student and bringing a basin of flowers.

She had in the [illegible] journey she thought she saw a Chinese girl with long black [illegible] and smiling her [illegible] brothers on her back. Tamara did not [illegible] the number [illegible] and the name of the biggest [illegible] flower, and she saw an [illegible] to see the [illegible] [illegible] smiling again.

11. What happened when the [illegible] asked Tamara a question?
    A. She did not hear the question.
    B. She told the teacher the name of a [illegible] in Korea.
    C. She smiled at the teacher.
    D. She went to the back of the class.

12. Which of these is true about Tamara?
    A. She has long black hair.
    B. She [illegible] at the passengers.
    C. She does not [illegible] during journey.
    D. She goes to school.

13. Tamara was
    A. a talkative girl.
    B. very [illegible].
    C. [illegible].
    D. an attentive [illegible].

14. She [illegible]
    A. did not [illegible] [illegible].
    B. [illegible] flowers.
    C. practised [illegible].
    D. not [illegible] [illegible].

[illegible]

[illegible]

[illegible]

[illegible]

A. [illegible]
B. [illegible]
C. [illegible]
D. [illegible]

[illegible]

A. [illegible]
B. [illegible]
C. [illegible]
D. [illegible]

[illegible]

A. [illegible]
B. [illegible]
C. [illegible]
D. [illegible]

[illegible]

A. [illegible]
B. [illegible]
C. [illegible]
D. [illegible]

[illegible]

E4ER

Section I - Recognition of Word Stress

Directions:

In each item of this test you will find three words which are divided into syllables. In some items the three words have the main stress on the same syllable. In other items the main stress may be on different syllables in the three words. Read the words carefully and decide whether the stress comes on the same syllable in the three words or on different syllables. If the stress is on the same syllable in the first and second words, blacken space A; if the stress is on the same syllable in the first and third words, blacken space B; if the stress is on the same syllable in the second and third words, blacken space C; if the stress comes on the same syllable in all three words, blacken space D; and if the stress comes on a different syllable in each word, blacken space E. Answer by blackening in the appropriate space on the answer card. Here are two examples.

P.1 (i) re-ply
(ii) cor-rect
(iii) re-ceive

Answer:

A.	(i) and (ii) are the same
B.	(i) and (iii) are the same
C.	(ii) and (iii) are the same
D.	all are the same
E.	none are the same

If you read these words carefully, you will find that the stress comes on the same syllable, namely the second, in each case, so space D for question P.1 on the answer card has been blackened in for you.

P.2 (i) fre-quent-ly

(ii) beau-ti-ful

(iii) po-ta-to

Answer:		
	A.	(i) and (ii) are the same
	B.	(i) and (iii) are the same
	C.	(ii) and (iii) are the same
	D.	all are the same
	E.	none are the same

You will find that the first two words have the stress on the same syllable, the first. The third word, potato, has the stress on the second syllable. Therefore you should have blackened in space A on your answer card. When you are told, please turn the page and begin the test items. Answer by blackening in the appropriate space on your answer card.

1.	(i)	Tues-day	A. (i) and (ii) are the same B. (i) and (iii) are the same C. (ii) and (iii) are the same D. all are the same E. none are the same
	(ii)	be-come	
	(iii)	suc-ceed	
2.	(i)	ex-pect	A. (i) and (ii) are the same B. (i) and (iii) are the same C. (ii) and (iii) are the same D. all are the same E. none are the same
	(ii)	ans-wer	
	(iii)	be-fore	
3.	(i)	how-ev-er	A. (i) and (ii) are the same B. (i) and (iii) are the same C. (ii) and (iii) are the same D. all are the same E. none are the same
	(ii)	to-geth-er	
	(iii)	gen-tle-man	
4.	(i)	in-ven-tion	A. (i) and (ii) are the same B. (i) and (iii) are the same C. (ii) and (iii) are the same D. all are the same E. none are the same
	(ii)	im-por-tant	
	(iii)	de-vel-op	
5.	(i)	ac-tiv-i-ty	A. (i) and (ii) are the same B. (i) and (iii) are the same C. (ii) and (iii) are the same D. all are the same E. none are the same
	(ii)	ir-reg-u-lar	
	(iii)	e-lec-tri-cal	
6.	(i)	rea-son-a-ble	A. (i) and (ii) are the same B. (i) and (iii) are the same C. (ii) and (iii) are the same D. all are the same E. none are the same
	(ii)	en-ter-tain-ment	
	(iii)	de-liv-er-y	
7.	(i)	basketball	A. (i) and (ii) are the same B. (i) and (iii) are the same C. (ii) and (iii) are the same D. all are the same E. none are the same
	(ii)	picture book	
	(iii)	happy hour	
8.	(i)	windowsill	A. (i) and (ii) are the same B. (i) and (iii) are the same C. (ii) and (iii) are the same D. all are the same E. none are the same
	(ii)	son-in-law	
	(iii)	baby-doll	

End of Section I. Go on to Section II.

EAER

Section II - Collocations

Directions:

In each of the items of the following test an adjective is given on the left hand side and to the right of that adjective appears a column of five nouns. In each item, four of the nouns can be used quite appropriately with the adjective but one noun would be wrong. Decide which of the nouns would be wrong if it were used with the adjective on the left hand side, and blacken the space corresponding to that noun. Here are two examples. Answer examples in your test booklet.

Example A:

Sweet	A.	drink
	B.	girl
	C.	chocolate
	D.	smile
	E.	stone

Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ

It would be correct to speak of a sweet drink, or a sweet girl, or a sweet chocolate, or a sweet smile, but no one would usually speak of a sweet stone. Therefore you should have blackened in space E because E is the wrong noun to use with that adjective.

Example B:

Strong	A.	language
	B.	depth
	C.	drink
	D.	man
	E.	smell

Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ

It would be very strange to speak of a strong depth, so you should have blackened in space B. Now begin the test items. Answer by blackening in the appropriate space on your answer card. 73

9. Rough
A. course
B. behaviour
C. tone
D. texture
E. temperature

10. Answer
A. person
B. question
C. position
D. situation
E. sight

11. Soft
A. pillow
B. water
C. perfume
D. music
E. voice

12. Heart
A. chill
B. flower
C. trick
D. people
E. dress

13. Gentle
A. building
B. requirement
C. sigh
D. sleep
E. behaviour

14. Raw
A. skin
B. wind
C. meat
D. sign
E. food

15. Heavy
A. disease
B. threat
C. climate
D. adventure
E. fall

16. Mild
A. road
B. woman
C. climate
D. weather
E. flavour

End of Section II. Go on to Section III.

Section III - Recognition of Grammatical Structure

Directions:

In each sentence a word or words are missing. From the answers given, choose the most natural word or words to complete the sentence and indicate your choice by blackening space A, B or C. Here are two examples. Answer examples in your test booklet.

Example I:

Sentence:

Answer:

Who is entering the school building?
The children .....

A. are
B. do
C. will

Ⓐ Ⓑ Ⓒ

The most natural word to fill the blank is are, so you should have blackened in space A.

Example II:

Sentence:

Answer:

When ..... your father have his birthday? I should like to give him a present.

A. can
B. would
C. does

Ⓐ Ⓑ Ⓒ

The most natural word is does, so you should have blackened in space C. Now begin the test items. Answer by blackening in the appropriate space on your answer card.

17. They all went home after _____ his speech.

A. Jacob
B. to hear
C. hearing

18. He saw the bag _____ into the water.

A. fallin
B. to fall
C. fall

19. Antibiotics are _____ very carefully.

A. studied
B. to study
C. studying

20. He _____ have fallen into the water, if I had not taken his arm.

A. may
B. would
C. should

21. We should like _____ a story.

A. you to tell us
B. you tell us
C. it that you told us

22. The parents disliked what _____

A. their child ignored do.
B. that their child was ignored do.
C. their child to be ignored do.

23. These are _____

A. questions to answer very difficult.
B. very difficult questions to answer.
C. to answer questions very difficult.

24. In London _____ lives in very large houses.

A. a rich
B. rich
C. the rich

End of section III. Go on to Section IV.

25. I want to join mathematics in six week.

a. The part of mathematics I will work in this week.
b. There are no mathematics in this week.
c. I don't want join my mathematics in this week.

26. The teacher says, "Don't talk in class".

a. He wants us to talk quietly.
b. He wants us not to talk to each other.
c. He wants us not to speak English.

27. His lesson was very funny. It was six actions.

a. Sing the action and body shake.
b. Sing the action and some shake.
c. The lesson was six actions and five shake.

28. The boy was sick but he came to a doctor.

a. The doctor is not sick.
b. The work is sick.
c. He was sick boy.

29. I have read Mary and Jane for two in Manchester.

a. Mary was singing at Manchester.
b. Mary and Jane live in Manchester.
c. Mary was working something in Manchester.

30. There were three apples in the table that I had bought.

a. I thought that three would be eaten apples there.
b. There were three apples on the table.
c. I thought that there would be some apples there.

31. The teacher said to the pupil, "You may not go".

a. The teacher thinks the pupil does not want to go.
b. The pupil is not able to go.
c. The teacher will not allow the pupil to go.

32. Jack was sad to his aunt in code.

a. "I don't drink I small coat".
b. "I small drink like to coat".
c. "I drink I small coat".

Ex. I thought I had seen her ~~at~~ out ~~at~~ the girls' birthday in yesterday.

A. I thought I had seen her out the girls' birthday yesterday.

B. I thought I had seen her out for girls' birthday yesterday.

C. I saw her girls birthday I was like you.

D. I thought I had seen a girls' birthday a her.

Ex. Prakash was going ~~into~~ his exam when I accidents him gambles.

A. At his exams that I accidents his gambles Prakash was inside his books.

B. Prakash was attending his exam at I were with his gambles.

C. While his exams I accidents was Prakash go his his exam.

Ex. You ought to ~~have~~ her study to exercise what happens.

A. You are ~~to~~ her study to exercise.

B. You should his her study groups.

C. You may his her study examines.

Turn to section 15 ... Go on to section 5

[redacted]

[illegible]

46. O'Connor:

A. found his friend in the pub.

B. saw his friend across the river.

C. arranged to meet his friend.

D. visited a Dutch piano factory.

47. On his return to Ireland O'Connor found that:

A. Ireland was sleepy.

B. his friend was working in a Dutch factory.

C. there were more foreign industries.

D. his friend has been building industries with foreign money.

48. A good name for the passage is:

A. Sleepy Ireland

B. Ireland Awakes

C. Ireland for the Irish

D. No Future for Ireland

49. Invaders in the passage means:

A. conquerors.

B. new settlers.

C. visitors.

D. violent people.

(Questions 50-54)

The favourite occupation of many thousands of English families is sailing. England has a very long coastline with many harbours and estuaries which are sheltered from the ocean and make ideal stretches of water for sailing in small boats. Most amateur sailors belong to sailing clubs, from which they can borrow boats. Many people have also small sailing boats of their own which can easily be handled by one or two persons.

There is no more delightful way of spending a summer afternoon than taking out and gliding gently along over the blue water. You have escaped from the town, with its noise and crowds of hurrying people. You are by yourself or with a chosen friend. The wind fills the sails and the little craft moves along without effort. The only sound to be heard is the gentle splash of the waves as the bow cuts through them.

Most sailing boats have two triangular sails: a big one called the mainsail and a small one called the jib. The mainsail is behind the mast and the jib is in front of it. The bottom of the mainsail is attached to a kind of horizontal mast called a boom. The ropes which are used to hoist and lower the sails are called halyards. The ropes which are used to let out or draw in the sails, according to the direction and the strength of the wind, are known as sheets.

50. There are many amateur sailors in England because:

A. there are so many sailing boats.
B. there are good harbours sheltered from the sea.
C. England has many large lakes.
D. Englishmen like motor boats.

51. The bow is the same as:

A. the back part of the boat.
B. a part of the mast.
C. the front part of the boat.
D. a type of sailing boat.

E4ER

52. When hoisting the mainsail, you have to use:

A. the halyard.
B. the boom.
C. the sheets.
D. the splash.

53. Sailing is attractive to the English because it is:

A. dangerous.
B. expensive.
C. safe.
D. peaceful.

54. Occupation in this passage means:

A. profession.
B. place to live.
C. recreation.
D. topic.

(Questions 55-60)

Do we, then, consider Bentham's political speculations useless? Far from it. We consider them only one-sided. He has brought out into a strong light, has cleared from a thousand confusions and misconceptions, and pointed out with admirable skill the best means of promoting, one of the ideal qualities of a perfect government - identity of interest between the trustees and the community for whom they hold their power in trust. This quality is not attainable in its ideal perfection, and must, moreover, be striven for with a perpetual eye to all other requisites; but those other requisites must still more be striven for, without losing sight of this; and, when the slightest postponement is made of it to any other end, the sacrifice, often necessary, is never unattended with evil. Bentham has pointed out how complete this sacrifice is in modern European societies; how exclusively, partial and sinister interests are the ruling power there, with only such check as is imposed by public opinion; which being thus, in the existing order of things, perpetually apparent as a source of good, he was led by natural partiality to exaggerate its intrinsic excellence. This sinister interest of rulers, Bentham hunted through all its disguises, and especially through those which hide it from the men themselves who are influenced by it.

55. Bentham:

A. advanced novel ideas.

B. expressed more clearly ideas that have always been important.

C. was confused in his thinking.

D. had useless political ideas.

56. Bentham said:

A. good government has to take into account very many considerations and demands some sacrifices.

B. sacrifice is unnecessary and evil.

C. people do not need to strive a great deal to obtain good government.

D. it is impossible to have good government.

57. Boothan:

A. was opposed to the rulers of his time.

B. only described and did not criticise the political views of his time.

C. agreed with the views of the political leaders of Europe.

D. was supported by the rulers of his time.

58. Promoting in this passage means:

A. taking advantage.

B. describing.

C. denying.

D. bringing about.

59. Other requisites in this passage means:

A. other things that must be purchased.

B. other advantages that can be obtained.

C. other things which are necessary.

D. other people with good ideas.

60. Natural partiality in this passage means:

A. the usual and normal practice.

B. the best part.

C. the prejudices one can expect.

D. a favourite part of the country.

End of Test

IEA SIX-SUBJECT SURVEY INSTRUMENTS

The basic procedures to be followed in the main testing of the IEA Six-Subject Survey were set out in a series of manuals:

Stage 2 IEA/NC Manual for National Centers
IEA/SC Manual for School Coordinators
IEA/TC Manual for Test Administrators

Stage 3 IEA/NC/Stage 3 Manual for National Centers
IEA/SC/Stage 3 Manual for School Coordinators
IEA/TC/Stage 3 Manual for Test Administrators

These manuals are available from ERIC Clearinghouses.

The following extracts from these manuals have been appended to this particular IEA instrument to provide researchers with the minimum necessary test instruction information (e.g., such things as the instructions on the practice items and the warnings concerning the amount of time left for the test which have omitted here). For full details, please consult the appropriate manuals.

The Data Bank Instrument Number which appears below is an internal, assigned since the instruments were administered for the purpose of easily linking items in the instruments with the resultant variables in the Data Bank buildings. Each such variable is named in the codebook using the key instrument number and (usually) the number of the item within the instrument from which the variable is derived. The key to the new instrument numbers is as follows:

1: Type of Instrument

E = Examination (student)
Q = Questionnaire (student)
T = Teacher questionnaire
S = School questionnaire

2: Student Population

1 = I
2 = II
3 = III
4 = IV
5 = I and II
6 = II and IV
7 = I, II and IV
8 = III and IV
9 = Not applicable
0 = Teacher or School questionnaire

3: Subject

S = Science
R = Reading Comprehension
L = Literature
M = Mother Tongue (Reading Comprehension and Literature)
E = English as a Foreign Language
F = French as a Foreign Language
C = Civic Education
2 = All Stage 2 Subjects
3 = All Stage 3 Subjects
1 = All Stage 2 and Stage 3 Subjects

4-5: Instrument Within Type

One or two characters used when necessary to uniquely identify each instrument when there is more than one instrument of the same type.

Instrument Name ____Written____

Data Bank Instrument Number ___1120___ YY

BEST COPY AVAILABLE

BEST COPY AVAILABLE

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

1. [illegible]

2. [illegible]

3. [illegible]

4. [illegible]

5. [illegible]

6. [illegible]

[illegible]

[illegible]

[illegible]

[illegible] Write a number next to each statement to indicate how [illegible] English each is used in one of the conversations below. [illegible] [illegible] should be written on each line.

Here are the examples:

Examples: 1.) Can't your brothers pronounce?

Yes, [illegible] can't giving bro.

Examples: 2.) Does your father listen to Lucille?

He listens [illegible] every day.

No. So does your wife, too?

Yes, I am.

Yes. Finding you don't out going to Dance?

Yes, [illegible] do.

24. These shoes are _____ _____ _____ .

1. enough
2. for me
3. big

A. (1), (3), (2)
B. (2), (1), (3)
C. (2), (3), (1)
D. (3), (1), (2)
E. (3), (2), (1)

25. I'm sorry that the question _____ _____ _____ .

1. was not
2. enough
3. clear

A. (1), (2), (3)
B. (1), (3), (2)
C. (2), (1), (3)
D. (2), (3), (1)
E. (3), (2), (1)

26. John knows _____ _____ _____ .

1. is
2. this
3. whose pen

A. (1), (2), (3)
B. (2), (1), (3)
C. (2), (3), (1)
D. (3), (1), (2)
E. (3), (2), (1)

27. These are _____ _____ _____ .

1. questions
2. to answer
3. very difficult

A. (1), (2), (3)

B. (2), (1), (3)

C. (2), (3), (1)

D. (3), (1), (2)

E. (3), (2), (1)

28. We passed _____ _____ _____ .

1. on the corner
2. a girl
3. standing

A. (1), (3), (2)

B. (2), (1), (3)

C. (2), (3), (1)

D. (3), (1), (2)

E. (3), (2), (1)

29. I _____ _____ _____ music.

1. always
2. small
3. love

A. (1), (3), (2)

B. (2), (1), (3)

C. (2), (3), (1)

D. (3), (1), (2)

E. (3), (2), (1)

LCEW

30. The _____ _____ _____ is a doctor.

1. man
2. with blond hair
3. tall

A. (1), (2), (3)
B. (1), (3), (2)
C. (2), (1), (3)
D. (3), (1), (2)
E. (3), (2), (1)

31. This text is _____ _____ _____ .

1. easy
2. to understand
3. for our class

A. (1), (3), (2)
B. (2), (1), (3)
C. (2), (3), (1)
D. (3), (1), (2)
E. (3), (2), (1)

SECTION II - Composition

In this section of the test you are to write a composition of not more than 200 words on the subject of TRAVEL. You will be given credit not only for accuracy but also for the amount you write, up to 200 words. In your composition you must use ALL of the 12 words given below. You may use them in any order you wish and you may use them more than once.

You may first write your composition in rough draft on the lines below and on the next page. Write your final version neatly and legibly on the last page.

Please write neatly and legibly. Write on every other line.

ship	interesting	ocean
car	dangerous	ticket
plane	safely	holidays
bus	fast	
train		

STATE FOR ROUGH DRAFT

National Testers should provide two additional pages of lined paper, the first headed "Space for Rough Draft," and the second headed " Space for Final Version."

The basic procedures to be followed in the data coding of the IEA Civic Education Survey were set out in a series of manuals:

Stage 1	CEA/NC	Manual for National Centers
	CEA/SC	Manual for School Coordinators
	CEA/TC	Manual for Test Administrators
Stage 2	CEA/NC/Stage 2	Manual for National Centers
	CEA/SC/Stage 2	Manual for School Coordinators
	CEA/TC/Stage 2	Manual for Test Administrators

These manuals were available from IEA Coordinator.

The following extracts from these manuals have been appended to this particular IEA instrument to provide researchers with the minimum necessary task instruction information (e.g., such things as the instructions on the practice items and the warnings concerning the amount of time left for the test have been omitted here). For full details, please consult the appropriate manuals.

The Data Base Instrument Station which appears below is a new system, designed since the instruments were administered for the purpose of easily linking items in the instruments with the equivalent variables in the Data Base printouts. Each such variable is named in the codebook using the new instrument number and (usually) the number of the item within the instrument from which the variable is derived. The key to the new instrument numbers is as follows:

1- Type of Instrument

- 1 = Examination (student)
- 2 = Questionnaire (student)
- 3 = Teacher questionnaire
- 4 = School questionnaire

2- Student Population

1 = I	6 = II and IV
2 = II	7 = I, II and IV
3 = III	8 = I and IV
4 = IV	9 = IV Specialist
5 = I and II	0 = 3a: Teacher or School questionnaire

3- Subject

- 1 = Science
- 2 = Reading Comprehension
- 3 = Literature
- 4 = Mother Tongue (Reading Comprehension and Literature)
- 5 = English as a Foreign Language
- 6 = French as a Foreign Language
- 7 = Civic Education
- 8 = All Stage 1 Subjects
- 9 = All Stage 2 Subjects
- 0 = All Stage 1 and Stage 2 Subjects

4-5- Instrument Within Type

Two or two characters used where necessary to uniquely identify each instrument when there is more than one instrument of the same type.

Instrument Name: Civic Education Student

Data Base Instrument Station: 1001 1002

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

IEA SIX-SUBJECT SURVEY INSTRUMENTS

The basic procedures to be followed in the main testing of the IEA Six-Subject Survey were set out in a series of manuals:

Stage 2 IEA/M1 Manual for National Centers
IEA/M2 Manual for School Coordinators
IEA/M3 Manual for Test Administrators

Stage 3 IEA/M1/Stage 3 Manual for National Centers
IEA/M2/Stage 3 Manual for School Coordinators
IEA/M3/Stage 3 Manual for Test Administrators

U S DEPARTMENT OF HEALTH EDUCATION & WELFARE NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

These manuals are available from ERIC Clearinghouse.

The following extracts from these manuals have been appended to this particular IEA instrument to provide researchers with the minimum necessary test instruction information (e.g., such things as the instructions on the practice items and the warnings concerning the amount of time left for the test have been omitted here). For full details, please consult the appropriate manuals.

The Data Bank Instrument Number which appears below is a new number, assigned since the instruments were administered for the purpose of easily linking items in the instruments with the resultant variables in the Data Bank holdings. Each such variable is named in the codebook using the new instrument number and (usually) the number of the item within the instrument from which the variable is derived. The key to the new instrument numbers is as follows:

1: Type of Instrument

E = Examination (student)
Q = Questionnaire (student)
T = Teacher questionnaire
S = School questionnaire

BEST COPY AVAILABLE

PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY
TORSTEN HUSÉN
CHAIRMAN, IEA
TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER

2: Student Population

1 = I	6 = II and IV
2 = II	7 = I, II and IV
3 = III	8 = I and IV
4 = IV	S = IV Specialist
5 = I and II	N = NA: Teacher or School questionnaire

3: Subject

S = Science
R = Reading Comprehension
L = Literature
M = Mother Tongue (Reading Comprehension and Literature)
E = English as a Foreign Language
F = French as a Foreign Language
C = Civic Education
2 = All Stage 2 Subjects
3 = All Stage 3 Subjects
5 = All Stage 2 and Stage 3 Subjects

4-5: Instrument Within Type

One or two characters used when necessary to uniquely identify each instrument when there is more than one instrument of the same type.

Instrument Name Speaking (Oral Reading)

Data Bank Instrument Number E6EØ

IEA/M3/Stage 3
Pop II, p. 39
Pop IV, p. 37

Now turn to Section II - Oral Reading and follow along as I read the directions. This is a test to see how well you can read English aloud. You will be given 3 minutes to read the passage silently so that you are quite familiar with it. Then you will be required to read the passage aloud.

During the test, please read the passage clearly and naturally. Your score will depend on how correct your pronunciation of the words is, and how natural the phrasing is. After 3 minutes you will be told to begin reading aloud.

BEST COPY AVAILABLE

SECTION II

ORAL READING

Directions:

This is a test to see how well you can read English aloud. You will be given three minutes to read the passage silently so that you are quite familiar with it. Then you will be required to read the passage aloud.

During the test, please read the passage clearly and naturally. Your score will depend on how accurate your pronunciation of words is, and how natural the phrasing is.

When you are told, turn the page and begin reading silently. After three minutes you will be told to begin reading aloud.

BEST COPY AVAILABLE

EGEC

SECTION II

ORAL READING

Mr. Jones looked up from the newspaper he was reading. "Listen to this," he said, beginning to read aloud. "A room needs not only enough light, but also the right sort of light." He turned to his wife. "What do you think?" he asked. "Do you think we need more light in here? I don't use this room much, but you and the children do. Shall we buy another lamp?"

Adapted extract from "Examination Tests in Oral English," by McCallien and Taylor. © Longman, Ltd.

IEA SIX-SUBJECT SURVEY INSTRUMENTS

The basic procedures to be followed in the main testing of the IEA Six-Subject Survey were set out in a series of manuals:

Stage 2 IEA/NC Manual for National Centers
IEA/SC Manual for School Coordinators
IEA/TA Manual for Test Administrators

Stage 3 IEA/NC/Stage 3 Manual for National Centers
IEA/SC/Stage 3 Manual for School Coordinators
IEA/TA/Stage 3 Manual for Test Administrators

These manuals are available from ERIC Clearinghouse.

The following extracts from these manuals have been appended to this particular IEA instrument to provide researchers with the minimum necessary test instruction information (e.g., such things as the instructions on the practice items and the warnings concerning the amount of time left for the test have been omitted here). For full details, please consult the appropriate manuals.

The Data Bank Instrument Number which appears below is a new number, assigned since the instruments were administered for the purpose of easily linking items in the instruments with the resultant variables in the Data Bank holdings. Each such variable is named in the codebook using the new instrument number and (usually) the number of the item within the instrument from which the variable is derived. The key to the new instrument numbers is as follows:

1: Type of Instrument

E = Examination (student)
Q = Questionnaire (student)
T = Teacher questionnaire
S = School questionnaire

BEST COPY AVAILABLE

2: Student Populations

1 = I
2 = II
3 = III
4 = IV
5 = I and II
6 = II and IV
7 = I, II and IV
8 = I and IV
S = IV Specialist
X = XA: Teacher or School questionnaire

3: Subject

S = Science
R = Reading Comprehension
L = Literature
M = Mother Tongue (Reading Comprehension and Literature)
E = English as a Foreign Language
F = French as a Foreign Language
C = Civic Education
2 = All Stage 2 Subjects
3 = All Stage 3 Subjects
5 = All Stage 2 and Stage 3 Subjects

4-5: Instrument Within Type

One or two characters used when necessary to uniquely identify each instrument when there is more than one instrument of the same type.

Instrument Name Speaking (Fluency)

Data Bank Instrument Number LSSF

[SAMPLE/Page 3]
Try it a few times.

Now turn to Section III - Fluency and follow along as I read the directions aloud.

In this section you are required to describe what is happening in a set of pictures. You are given a choice of two sets of pictures. You may choose which set of pictures you wish to describe. You should choose the set of pictures you can say most about.

You may say anything you like about what is happening in the pictures you have chosen, so long as it is in English. Try to use as broad range of your vocabulary. Your score will depend on the amount you say, the accuracy of your grammar and pronunciation, the correctness of your choice of words, the variety of your vocabulary, and the variety of tenses or structures used in your sentences.

You will have two minutes to decide which set of pictures you wish to describe and to think about what you are going to say.

When you are told, turn the page, decide which set of pictures you wish to describe and think about what you are going to say. You will be told when to begin speaking.

Now turn the page, look at the pictures, choose which set you will describe and think about what you are going to say.

After 2 minutes have elapsed, say:

You have had 2 minutes now. Are there any questions before you begin? Remember you cannot ask any questions after the test has begun.

Answer any questions about the procedure but not about the pictures. When the student is ready, say:

When I start the tape, describe what is happening in the set of pictures you have chosen.

BEST COPY AVAILABLE

SECTION III

PICTURES

Directions:

In this section you are required to describe what is happening in a set of pictures. You are given a choice of two sets of pictures. You can choose which set of pictures you wish to describe. You should choose the set of pictures you can say most about.

You may say anything you like about what is happening in the pictures you have chosen, as long as it is in English. Try to use at least three or four sentences. Your score will depend on the amount you say, the accuracy of your grammar and pronunciation, the appropriateness of your choice of words, the variety of your vocabulary, and the variety of tenses or structures used in your sentences.

You will have two minutes to decide which set of pictures you wish to describe and to think about what you are going to say.

When you are told, turn the page. Decide which set of pictures you wish to describe and think about what you are going to say. You will be told when to begin speaking.

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

1. [illegible]

   [illegible]

2. [illegible]

   [illegible]

3. [illegible]

   [illegible]

4. [illegible]

   [illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

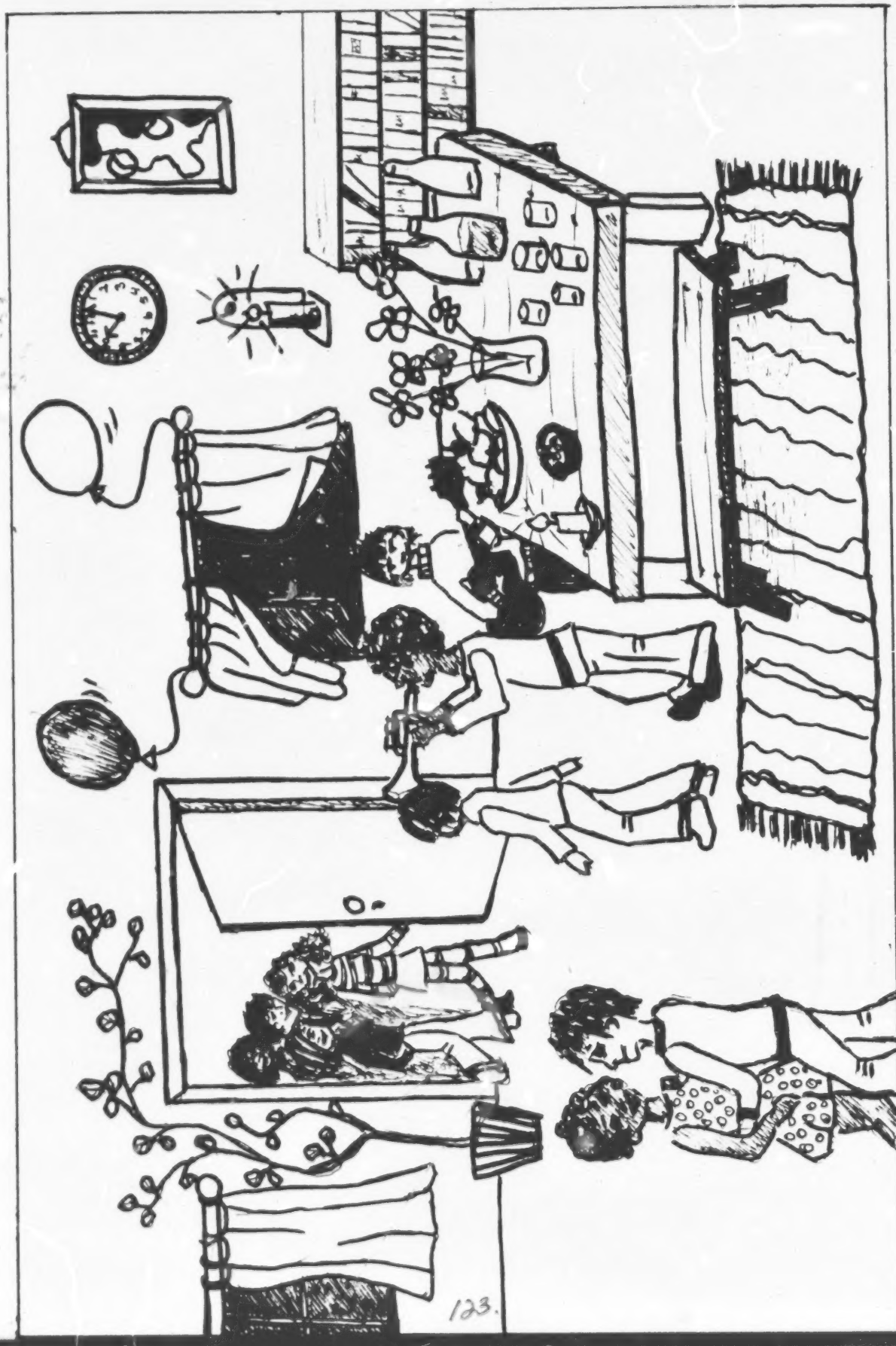
[illegible]

[illegible]

[illegible]

[illegible]

E4EF



123.